

Funding Guidance: Placement for Learners with Learning Difficulties and/or Disabilities at Specialist Colleges



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Further information

For further information, please contact the appropriate local LSC office, or write to:

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Executive Summary

Date: October 2003

Subject: This guidance outlines arrangements for placements at specialist colleges for learners with learning difficulties and/or disabilities in 2004/05.

The *Learning and Skills Act 2000* (the Act) requires the Learning and Skills Council (LSC), in the discharge of its main duties, to consider the needs of people with learning difficulties and/or disabilities. It also imposes duties and powers in respect of securing boarding accommodation. These apply to three groups of potential learners with learning difficulties and/or disabilities:

- those over compulsory school age but not yet 19;
- those aged 19 but not yet 25; and
- those over 25.

This guidance outlines the procedures and criteria by which the LSC's legal duties towards the funding of placements at specialist colleges for learners with learning difficulties and/or disabilities will be carried out in 2004/05. A placement at a specialist college should be considered as one of a number of options available to a learner with learning difficulties and/or disabilities. It is likely, however, that for the majority of learners with learning difficulties and/or disabilities their needs can be met within the post-16 sector.

The fitness for purpose of this guidance and its associated annexes has been reviewed for 2004/05. This current guidance is largely based on Circular 02/14 but has been refined to give further clarification where appropriate. New areas include:

- further clarification of the expected role of the Connexions Service throughout this process;
- improved guidance on learner reviews;
- changes to learner destination forms;
- additional information regarding the learner's previous achievements and placements; and
- formal recording of the learner's learning difficulty and/or disability.

Intended recipients: This guidance is intended for principals of colleges, especially specialist colleges for learners with learning difficulties and/or disabilities; also Connexions Service chief executives, chief education officers and directors of social services.

Status: For information

Funding Guidance: Placements for Learners with Learning Difficulties and/or Disabilities at Specialist Colleges

Section 1: Introduction and Context

Introduction

1 This guidance outlines the procedures and criteria by which the Learning and Skills Council (LSC) will carry out its legal duties and powers in the funding of placements for learners with learning difficulties and/or disabilities at specialist colleges.

Context

The Learning and Skills Council

2 The introduction of the *Learning and Skills Act 2000* (the Act) has brought coherence to the provision of education and training for people aged over 16. The Government's vision is of a coherent and transparent funding system for post-16 education and training that will:

- be responsive to the demands of individuals, communities and employers; and
- promote excellence, high quality and value for money.

3 The LSC's responsibilities sit within the context of a number of government initiatives

designed to promote equality of opportunity for individuals and to achieve social inclusion. There are also requirements placed on other agencies that contribute to the achievement of these aims. Some of those that relate to learners with learning difficulties and/or disabilities are summarised at Annex A.

Section 13 of the Act

4 The Act requires the LSC, in the discharge of its main duties, to consider the needs of people with learning difficulties and/or disabilities. Under the Act, a person is described as having a learning difficulty if:

- he or she has a significantly greater difficulty in learning than the majority of persons his or her age; or
- he or she has a disability that either prevents or hinders him or her from making use of facilities of a kind generally provided by institutions providing post-16 education or training.

5 It also imposes duties and powers in respect of securing boarding accommodation (referred to throughout this document, apart from in extracts from the legislation, as 'residential provision'). These apply to the three groups of potential learners with learning difficulties and/or disabilities as follows:

- those learners over compulsory school age but not yet 19: if the LSC is satisfied that it cannot secure the provision of facilities for education or training that are **sufficient** in quantity and **adequate** in quality for a person with a learning difficulty who is over compulsory school age but who has not attained the age of 19 unless it also secures the provision of boarding accommodation for him or her, the LSC **must** secure the provision of boarding accommodation for him or her;
- those learners aged 19 but not yet 25: if the LSC is satisfied that it cannot secure the provision of **reasonable** facilities for education or training for a person with a learning difficulty who has attained the age of 19 but not the age of 25 unless it also secures the provision of boarding accommodation for him or her, the LSC **must** secure the provision of boarding accommodation for him or her; and
- those learners over 25: if the LSC is satisfied that it cannot secure the provision of **reasonable** facilities for education or training for a person with a learning difficulty who has attained the age of 25 unless it also secures the provision of boarding accommodation for him or her, the LSC **may** secure the provision of boarding accommodation for him or her.

6 The provisions of the Act that relate to the LSC's duties towards learners with learning difficulties and/or disabilities are set out in full at Annex B.

7 It is envisaged that the requirement placed on education and training providers by the Act will help realise the vision of the Tomlinson report (*Inclusive Learning: Report of the Learning Difficulties and/or Disabilities Committee*, John Tomlinson, HMSO, 1996), about learners with learning difficulties and/or disabilities in further education. The Tomlinson

report set out a concept of 'inclusive learning' in further education according to which providers match their provision to the needs of the individual learner.

8 In September 2002 the Council established the Forum on Learners with Learning Difficulties and/or Disabilities, which is chaired by Professor John Tomlinson, author of *Inclusive Learning*. The role of the Forum is to ensure that consideration of the needs of learners with learning difficulties and/or disabilities is embedded in all of the LSC's policies and procedures.

Placements at specialist colleges

9 In carrying out its duties under section 13 of the Act, the LSC has a duty to consider funding placements at specialist colleges for those learners with learning difficulties and/or disabilities for whom it is appropriate to do so. In considering such requests, the LSC expects that agencies involved with the young person will, with that young person and his or her family or carers, have considered all appropriate options for his or her post-16 education. It is envisaged that such options will have been considered during transition planning (as per the Special Educational Needs (SEN) Code of Practice, January 2002) and through assessments carried out under section 140 of the Act (the LSC must have regard to any assessment under section 140). Section 140 of the Act is set out at Annex B. However, it is likely that for the majority of learners with learning difficulties and/or disabilities, their learning and support needs could be met by general post-16 provision.

10 Generally, where a learner is under the age of 19, has a statement of special educational needs, and the most appropriate placement is within a school, the learner remains the funding responsibility of the local education authority (LEA). This includes transfers between schools and those within or outside LEA areas. LEAs also have a responsibility to continue to fund such learners until the end of the academic year in which they turn 19.

11 Funding for a placement (day or residential) will be considered following the receipt, by the LSC, of a request on behalf of the learner by his or her referring agency (usually the LEA or Connexions Service). The details of this process are described in Section 3 of this guidance and involve the LSC working closely with the agencies involved with the young person (the LEA, Connexions Service and others, such as social services, as appropriate).

12 Annex C to this guidance contains a list of all the specialist colleges at which the Council currently funds learners with learning difficulties and/or disabilities.

Section 2: Consideration of Placements

All Placements – Day and Residential

13 To secure funding for any placement at a specialist college, it will be necessary to demonstrate that:

- the placement offers a high level of specialist support and/or equipment not available elsewhere; and
- the placement has been identified in assessments as the most appropriate setting for the learner.

14 In all cases, the LSC will need to be satisfied that:

- there is evidence that the proposed placement will meet the assessed needs of the young person;
- the placement meets the relevant care and educational standards as defined by the appropriate inspectorates;
- the learner is following a programme that will appropriately meet his or her educational needs; and
- the placement does not represent a disproportionate use of public funds.

Residential Placements

15 In addition to the above factors, the criteria for considering residential placements will focus on establishing whether residential provision is necessary:

- to enable the learner to access appropriate provision;
- because the learner needs to learn

within an extended curriculum that can be delivered only within a residential setting; and/or

- because there is a need for care, and sometimes medical support, as well as curriculum support. In such instances it is likely that the LSC will wish to secure joint funding arrangements with social services or health authorities.

16 In relation to its duty towards learners up to the age of 19, the LSC's criteria are:

- that no day provision, which is sufficient in quantity and adequate in quality, is available – residential provision is necessary to secure provision for the individual (Criterion 1); and
- that residential provision is an essential element of the learner's education and/or training needs, which cannot be provided in a non-residential setting (Criterion 2).

17 For young people aged 19–25, the Council will act in the context of its duty to provide **reasonable** facilities for this group of learners (that is, that other provision is not fit for purpose in that it does not have the facilities to meet the learner's educational needs). However, it will be mindful of the fact that people with learning difficulties and/or disabilities may start a programme of learning at a later age or take longer to complete it.

18 For the purposes of agreeing a placement for young people aged up to 25, evidence would need to demonstrate that they meet **either** of the criteria at paragraph 16.

19 For people aged 25 and over, as with all other placement requests, the LSC will require evidence to demonstrate that the proposal for a placement has been made as a result of appropriate assessment and guidance involving collaboration between agencies as appropriate.

20 There is also an additional criterion for learners over 25 that the cost of the placement is reflected in the likely benefits to the learner.

21 The additional criterion for learners over 25 will not, however, apply to learners whose programme began before they reached 25 and those who are in the process of completing their placement.

22 The LSC will need to be satisfied on the basis of available evidence that all relevant criteria are met. It is essential, therefore, that the evidence provided in support of any placement request is up to date and appropriate to the request being made. The criteria for considering requests, and guidance on the evidence required to demonstrate that the criteria have been met, are given at Annex D.

Section 3 : Placements Process

Principles

23 The LSC's procedures for considering placements at specialist colleges are designed to ensure that they take account of all relevant information and that decisions can be justified in the context of the LSC's statutory duties. The procedures are designed to reflect the following principles:

- the need for arrangements that are simple and transparent and that deliver timely decisions;
- the need for provision that is adequate in quality and offers appropriate learning and a supportive environment;
- the need for national consistency; and
- provision that represents value for money.

Agencies Involved in the Process

24 The placements process recognises the key role of the LEA in its relationship with learners with learning difficulties and/or disabilities, particularly those who have a statement of special educational needs maintained by the LEA under section 324 of the *Education Act 1996*. The LEA will have coordinated the support and provision for such learners and, where the learner is making a transition from school provision, will be well placed to identify appropriate future provision. For coherence, and to bring about a smooth transition between school and post-16 provision, the LSC's arrangements build on the information held by the LEA and do not seek to replicate it.

25 The Connexions Service was established to provide support for all young people aged between 13 and 19 years (and up to 25, where

needed, for those with learning difficulties and/or disabilities) in the transition to adult and working life. The Connexions Service has a primary role in supporting young people who are seeking a placement at a specialist college. It is responsible for delivering the requirement, under section 140 of the Act, for the assessment of young people with learning difficulties and/or disabilities where they are likely to undertake post-16 education or training.

26 In delivering this requirement, the Connexions Service will work with the learner and his or her family alongside other statutory agencies, such as schools, LEAs, health professionals and social services. These agencies may also be involved in the placements process, depending upon the extent of previous involvement with the young person.

Procedure

27 For placements commencing in September 2004, the LSC would generally expect to receive requests for such placements by 31 March 2004. Placement requests will, however, continue to be considered throughout the year. The LSC will not process requests for placement more than one full academic year in advance of the start of the placement.

28 Each local LSC has a designated placement officer whose role is to consider placement requests made on behalf of young people by referring agencies such as LEAs and Connexions. Annex E lists the 47 local LSCs, the names of the placement officers and the LEAs within each area.

29 Once a learner has been assessed by the agencies involved as needing a placement at a specialist college, following consideration of all other options, the referring agency is asked to complete the form at Annex F. This is a summary of the placement request and should be completed in advance of the placement

meeting. In addition, the referring agency is asked to seek the permission of the learner, for whom a placement request is being made, and/or parents and carers, that copies of all relevant supporting information can be shared with the LSC and the specialist college as appropriate. The referring agency should also ensure that the learner and his or her parents or carers are fully aware of the evidence that is being submitted to the LSC in support of the request. They should also be given the opportunity to provide supplementary evidence in support of the request should they wish to do so.

30 The placement officer will liaise with the referring agency to convene a meeting for the purpose of considering placement requests. On occasions, it may be helpful if other agencies are also represented at these meetings. The placement officer and referring agency should agree this in advance. Requests for both residential and day placements will be considered at the placement meetings.

31 The list of specialist colleges in which the LSC currently funds learners with learning difficulties and/or disabilities is given at Annex C. If the learner wishes to attend a specialist college that has not previously received funds from the LSC, the referring agency should make early contact with the local LSC to discuss the proposed placement. The LSC will need to undertake checks to ensure that new providers are capable of delivering quality provision and are fit to receive public funds. The new provider process can be instigated only on receipt, by the LSC, of a request for a learner to be placed at the new provider. Referring agencies are asked to note that this process could take up to **six months** to complete and should inform learners and their parents or carers of this.

Decisions to Fund Placements

32 Many of the criteria evidence checks will be carried out at the placement meeting. It

will, therefore, be possible for the placement officer to give an indication of whether or not the relevant criteria are met or whether additional information is required. Any decisions reached at placement meetings are provisional and must remain **confidential** until such times as the decision has been endorsed by the Executive Director of the local LSC, and the learner, his or her family and the referring agency have been notified of the decision in writing. This will normally be within 15 working days of the placement meeting.

Insufficient Information

33 Where there is insufficient evidence available to demonstrate that the request meets the criteria for funding, the placement officer will advise the referring agency of the additional information required and arrange a further meeting. It is expected that the referring agency will work with the learner and his or her family to gather any additional information in support of the request.

Decisions not to Fund Placements

34 Where, on the basis of the information available, the LSC's decision is that it is not able to fund the placement, the Executive Director will confirm in writing to the learner and his or her family and the referring agency the decision and the reason for the decision. This will normally be confirmed within 15 working days of the placement meeting.

35 Anyone whose request is turned down can ask for the decision to be formally reviewed. This formal review of the decision will be carried out by the LSC on the basis of any additional information provided. It is expected that the referring agency will continue to work with the learner and his or her family to coordinate the provision of any additional information to the LSC as appropriate.

36 If following this review, the LSC's decision is that it is still not able to fund the placement, the learner and his or her family may ask that the case be considered by the LSC's independent appeals panel. Guidance on the appeals process will be provided with the formal notification of the LSC's decision not to fund the placement. It is expected that the referring agency will continue to work with the learner and his or her family throughout the appeals process.

37 Where a learner wishes to attend a specialist college on a residential basis, but does not meet the Council's criteria for a residential placement, the Council will be willing to consider the costs of the day programme and the additional support identified through assessment under the funding matrix. This will allow an increased level of personal choice for learners. In these circumstances, the learner will be required to secure the cost of residential provision from another source.

Section 4: On Programme Issues

Funding Matrix

38 For all placements beginning at specialist colleges in September 2004, the fees matrix arrangements will apply. The fees matrix is set out at Annex G to this document. Fees shown are for the 2003/04 academic year.

39 The LSC's funding reflects the comparable costs of a programme of study for a maximum of 38 weeks a year. This funding represents a package that covers all elements of the programme and the support required by the learner to access the programme, including residential provision where appropriate. The fee also includes the cost of the initial assessment of the learner by the college.

40 The funding levels are gross, and any third party contributions will be deducted from the fee in accordance with the contract made between the LSC and the specialist college. Contributions made by third parties towards the 14 weeks that are over and above the LSC's funding period will not be deducted. Referring agencies should ensure that the request for a placement clearly denotes the period to which any third party contribution refers.

41 The matrix of learning difficulties and/or disabilities and associated support is given at Annex H. Where colleges believe they have learners whose **support needs** are **exceptional** and beyond those accommodated in the matrix at column (H), **prior to offering a place to the learner**, they should approach the appropriate local LSC to discuss individual cases. Cases will be reviewed on an individual and exceptional basis. Evidence will be required to demonstrate the learner's exceptional support needs rather than simply a justification based on cost. Further guidance is available within Annex D.

First Term and End of Year Reviews

42 Within the end of the first term review report and in each annual review report, specialist colleges are required to reaffirm a learner's learning programme and matrix cell selection. Guidance on the completion and submission of review reports is given at Annex I, and it is requested that all reports are received within four weeks of the end of the term. Where a change in the level of support is identified, colleges may request that the matrix cell selection be revised. To support any such request, colleges are required to forward an amended rationale with the review report to the local LSC.

Transition Planning

43 It is expected that transition planning will form an integral part of every learner's individual learning programme. In particular, the review report prepared by the specialist college at the end of the learner's penultimate year of funding **must** give a clear indication of such planning and how this will be continued throughout the final year of the learner's placement. Further guidance is included in Annex I.

Destination Data

44 The LSC has a duty under the Act to produce a report each year to the Secretary of State for Education and Skills on the arrangements it has made to comply with its general duty to promote equality of opportunity, including equality of opportunity between persons who are disabled and persons who are not. The report must also include an assessment of how effective the arrangements were in promoting equality of opportunity.

45 In order to comply with this requirement, when an LSC-funded learner leaves the college or completes a programme of study or period

of LSC funding, specialist colleges are asked to complete a destination form (Annex J) to accompany the end of year review report. Reports must be received within six weeks of the completion of the learner's programme.

Withdrawals

46 In line with the LSC's contract, the specialist college must inform the LSC as soon as possible if a learner is no longer attending. In order to comply with this requirement, specialist colleges are asked to complete a withdrawal form (Annex K) in the event that a learner, having taken up his/her place at the specialist college:

- is unable to remain at the college through sickness or injury;
- is expelled or excluded;
- is absent from the college without leave or good cause; or
- dies.

Length of Funding Period

47 The LSC would usually expect to fund a placement for a learner for a maximum of three years. Funding is normally for between one and three years. The LSC is aware, however, of the need for arrangements to reflect individual patterns of learning and will consider, in exceptional circumstances, requests for further funding on an individual basis.

48 In considering such requests, the LSC would want to be assured that the request had been made as a result of the learner having been appropriately assessed and having received appropriate guidance. It will also be necessary to demonstrate that the cost of the placement is reflected in the likely benefits to the learner.

49 Generally, the LSC would not expect to see transition from one specialist college placement to another.

Extension by Review

50 For learners currently funded by the LSC for a period shorter than that originally sought, the college should prepare a review report detailing the learner's educational progress against their original objectives and requesting an extension to the agreed funding end date. This should be accompanied by a justification for extended funding and details of other opportunities that have been considered as a result of transition planning. This report should be received by the local LSC, and the learner's referring agency, **by the end of the penultimate term** funded by the LSC. If information in the review report is not adequate to enable the LSC to make a decision against its criteria, an extension request (Annex L) may be required.

Extension Requests (Annex L)

51 The LSC would expect to receive a request to extend the originally agreed placement only:

- in very exceptional cases when a learner may require a further period to complete a programme of study (for example, as a result of an ongoing illness, the learner may need to have a longer period to complete his or her programme); or
- where the learner has completed his or her original programme and an assessment of the learner's needs indicates that it is appropriate for them to progress to another **linked** programme of study at the same specialist college.

52 The LSC would not expect to receive an extension request purely based on the need for transition planning for the learner. Transition planning is expected to be integral throughout the duration of the learner's programme.

53 The referring agency, in conjunction with the specialist college, should forward any extension requests to the LSC as early as possible before the start of the proposed extension period and **no later** than the end of the penultimate term of the learner's current placement. In particular, all extension requests must demonstrate that the learner has been able to consider a range of options and that other provision has been considered to see whether it is adequate to meet the needs of the learner.

54 Only in exceptional circumstances would the LSC consider an extension request where a **final** year of funding had previously been specified. Colleges in doubt should contact their local LSC.

Section 5: Other Guidance

Inspections

55 All LSC-funded provision will be subject to regular inspection against the criteria contained in the Common Inspection Framework. The arrangements for this are available from the Office for Standards in Education (OFSTED). The LSC will take account of such inspection outcomes in ensuring it can meet its statutory duty in securing provision that is adequate in quality for learners with learning difficulties and/or disabilities.

56 Inspections of specialist colleges will be undertaken jointly by OFSTED and the Adult Learning Inspectorate (ALI). Inspection reports will be published on the appropriate web site. A list of useful Internet addresses is given at Annex M.

Further Education College Links with Specialist Colleges

57 Some further education (FE) colleges offer provision on a part-time or full-time basis to learners who are funded by the LSC to attend specialist colleges. In such cases, the specialist college is expected to pay an agreed fee to the FE college for the learner's educational programme. No funding, including funding for additional learning support, may be claimed by the FE college for such learners, as they are already funded by the LSC at the specialist college.

58 Individual details of such learners should not be recorded on the FE college's statistical returns to the LSC. An aggregate number, however, should be returned on the form for franchised-in provision, which should be returned with individualised learner record (ILR) returns in 2003/04.

59 The LSC would not expect FE colleges to charge a fee to the specialist college that exceeds the level of funding the college would

have calculated for the learner had it included the learner within its ILR return to the LSC.

60 Specialist colleges should inform FE colleges about any public funding for education being claimed for any learner for whom the FE college is making provision.

Annex A: Other Initiatives

Success for All

1 *Success for All* is a major programme of reform for the post-16 education and training sector. It comprises four themes, of which the framework for quality and success is the fourth. All four themes are interrelated. For example, theme 3, 'Developing the learners, teachers, lecturers, trainers and support staff of the future', supports the achievement of the target relating to the gaining of professional qualifications by teachers, lecturers and trainers in theme 4. New and innovative teaching materials and methods developed through action related to theme 2, 'Putting teaching, training and learning at the heart of what we do', should enable colleges and providers to ensure teaching and learning activities meet the needs of individual learners more effectively. In turn, better teaching and more effective learning should lead to increased success rates for learners and the achievement of targets for success described in theme 4. Theme 1, 'Meeting needs, improving choice', will require colleges and providers to review their missions, and take account of their strengths and the needs of their local community, employers and the strategic plan of their local Learning and Skills Council (LSC) in their three-year development plans.

2 The LSC is currently working closely with specialist colleges for learners with learning difficulties and/or disabilities to consider how best *Success for All* might be tailored to its application to this part of the sector. A working group, including representatives from the National Association of Specialist Colleges (NATSPEC), has been established to oversee this.

Disability Discrimination Act Part IV

3 The *Special Educational Needs and Disability Act 2001* (SENDA) amended part IV of the *Disability Discrimination Act 1995* (DDA), which placed requirements on employers and service providers not to discriminate against disabled people. This did not include educational institutions. The DDA part IV now places anti-discrimination duties on bodies responsible for the provision of education, including further and higher education institutions, adult and community providers and specialist colleges.

4 The duties will be introduced in the following stages:

- from 1 September 2002 it will be illegal for providers to discriminate against disabled learners by treating them less favourably than others because of their disability; providers will be expected to make reasonable adjustments to prevent disabled learners from being disadvantaged;
- from 1 September 2003 providers will be expected to provide auxiliary aids and services to prevent disabled learners being disadvantaged; and
- from 1 September 2005 providers will be expected to make physical adjustments to premises to prevent disabled learners being disadvantaged.

5 In particular, DDA part IV highlights the following areas in which providers should be careful not to discriminate:

- admissions procedures;

- offers of admission;
- deliberately refusing to accept an admission;
- student services (courses, recreation, leisure, catering facilities, work placements and accommodation, for example); and
- exclusion.

6 These new duties are anticipatory. This means colleges will need to anticipate the likely needs of disabled learners and not merely respond to individual needs as they arise.

7 Further information and resources, including practical guidance, can be found in the documents section of the LSC's web site (www.lsc.gov.uk) and from the Disability Rights Commission at www.drc-gb.org.

Special Educational Needs Code of Practice

8 The SEN Code of Practice became effective from 1 January 2002. It incorporates new duties contained within SENDA and provides advice about how to meet those duties. It:

- strengthens the rights of children with SEN to be educated at mainstream schools;
- places duties on LEAs to provide information and advice to parents of children with SEN and offer a means of resolving disputes;
- places duties on schools to inform parents when they make special educational arrangements for their children; and
- gives schools the right to request statutory assessments of children.

9 OFSTED will monitor and evaluate the effectiveness of the code.

Care Standards Act 2000

10 The main purpose of the *Care Standards Act 2000* was to reform the regulatory system for care services and establish a new, independent regulatory body known as the National Care Standards Commission. The Government then published a series of 'National Minimum Standards' under section 23(1) of the Act for a range of care services, including care homes. Mainstream further education (FE) colleges will be registered as care homes, and subject to these regulations, only if more than 10% of their accommodated students receive personal or nursing care. NATSPEC is currently in discussion with the National Care Standards Commission over the application of the Act to specialist colleges.

11 The National Minimum Standards cover issues such as:

- choice of home;
- individual needs and choices;
- lifestyle;
- personal and health care support;
- concerns, complaints and protection;
- environment;
- staffing; and
- conduct and the management of the home.

White Paper: Valuing People: A New Strategy for Learning Disability for the 21st Century

12 The Government published the White Paper *Valuing People* in March 2001. It sets out how the Government will improve the lives of children, young people and adults with learning disabilities, and their families, so that

they can live full, independent and active lives in their local communities.

13 The key principles at the heart of the proposals are:

- rights;
- independence;
- choice; and
- inclusion.

14 The Government's main objective is to enable people with learning disabilities to have as much choice and control over their lives, and in the services and support they receive, as possible.

15 The White Paper covers all areas of life including:

- health services;
- housing;
- education and training;
- employment; and
- local services.

16 The Government aims to achieve its objectives by:

- establishing new targets for local agencies;
- setting up new funds for advocacy services, development and so on;
- setting up a new national disability information centre and helpline;
- encouraging a person-centred approach;
- establishing Learning Disability Partnership Boards to implement the changes locally; and
- setting up a Learning Disability Taskforce to advise the Government on implementation.

Inclusive Learning

17 In 1996, the Tomlinson Committee published a report entitled *Inclusive Learning: Report of the Committee on Students with Learning Difficulties and/or Disabilities*. This provided a major new way of looking at training and educating learners with learning difficulties and/or disabilities and has since led to many far-reaching changes in FE thinking and practice. Central to the idea of inclusive learning is the concept that provision should be made to match the needs of the learner, rather than the other way around:

The aim is not for students to simply take part in further education but to be actively included and fully engaged in their learning. At the heart of our thinking lies the idea of match or fit between how the learner learns best, what they need and want to learn and what is required from the FE sector, the college and teachers for successful learning to take place.

Inclusive Learning (FEFC, 1996), para. 2.3

18 The report goes on to say that an individually tailored learning programme would be the best way of achieving this match between provision and needs. Some learners need more time or resources allocated to them than do others. All learners will therefore benefit from this approach, but those with learning difficulties and/or disabilities will gain most. Providers will be expected to develop inclusive methods of teaching so that learners are able to study alongside peers from all communities, all backgrounds and with a range of abilities.

19 The LSC is committed to incorporating this new approach into all areas of its policy and operation, and across all the sectors it funds.

Connexions Service

20 The Connexions Service is the Government's new support service for all young people aged 13–19 in England. The service aims to provide integrated advice, guidance and access to personal development opportunities for this group and to help them make a smooth transition to adulthood and working life.

21 The Connexions Service joins up the work of six government departments and their agencies and organisations on the ground, together with private and voluntary sector groups and youth and careers services. It brings together all the services and support structures young people need during their teenage years. It offers practical help with choosing the right courses and careers, including access to broader personal development through activities such as sport, performing arts and volunteering activities. It also provides help and advice on issues such as drug abuse, sexual health and homelessness.

22 The Connexions Service is delivered through local partnerships working to national planning guidance. The partnerships cover the same geographical areas as the local LSCs. They have flexibility to meet local needs using the design that works best for their area. Delivery of the service is managed and monitored by local management committees, which usually cover the same areas as local authorities.

23 The Connexions Service offers differentiated and integrated support to young people. All young people will have access to a personal adviser if they need it. For some young people this may just be for careers advice, for others it may involve more in-depth support to help identify barriers to learning and find solutions, which may include brokering access to more specialist support. Personal advisers will work in a range of settings, including schools, colleges, one-stop shops, community centres and on an outreach basis.

24 A key principle of the Connexions Service is to involve young people in every aspect of its design and delivery.

Connexions support for young people with learning difficulties and disabilities

25 Connexions Personal Advisers provide specific support for young people with learning difficulties and/or disabilities, which includes:

- attending the Year 9 annual review of a young person with a statement of SEN, coordinating the resulting Transition Plan and, where appropriate, attending subsequent annual reviews, including the last one before the young person leaves school (this is covered in the SEN Code of Practice);
- ensuring that all young people with learning difficulties and/or disabilities who are undertaking, or are likely to undertake, post-16 education or training or higher education receive assessments of their educational and training needs as and when appropriate. Section 140 of the *Learning and Skills Act 2000* sets out the statutory provision for these assessments from Year 11 onwards;
- supporting young people who are coming to the end of their involvement in the Connexions Service. This support may be provided, where necessary, until a person's 25th birthday; and
- working with other organisations and agencies to support and meet the needs of young people with learning difficulties and/or disabilities. This includes other agencies working directly with these young people, specialist assessment services and local LSCs.

26 More information about the Connexions Service, including contact details for each partnership, is available on the Connexions web site at www.connexions.gov.uk.

Annex B: Legal Duties

The source of information in this annex is the *Learning and Skills Act 2000*.

Section 2

(1) The Council must secure the provision of proper facilities for-

- (a) education (other than higher education) suitable to the requirements of persons who are above compulsory school age but have not attained the age of 19;
- (b) training suitable to the requirements of such persons;
- (c) organised leisure-time occupation connected with such education; and
- (d) organised leisure-time occupation connected with such training.

(2) Facilities are proper if they are-

- (a) of a quantity sufficient to meet the reasonable needs of individuals, and
- (b) of a quality adequate to meet those needs.

(3) In performing the duty imposed on it by subsection (1) the Council must-

- (a) take account of the places where facilities are provided, the character of facilities and the way they are equipped;
- (b) take account of the different abilities and aptitudes of different persons;
- (c) take account of the education and training required in different sectors of employment for employees and potential employees;
- (d) take account of facilities whose provision the Council thinks might reasonably be secured by other persons; and

(e) make the best use of the Council's resources and in particular avoid provision which might give rise to disproportionate expenditure.

(4) Provision is not to be considered as giving rise to disproportionate expenditure only because that provision is more expensive than comparable provision.

(5) For the purposes of this section-

- (a) education includes both full-time and part-time education;
- (b) training includes both full-time and part-time training;
- (c) training includes vocational, social, physical and recreational training; and
- (d) higher education is education provided by means of a course of any description mentioned in Schedule 6 to the *Education Reform Act 1988*.

Section 3

(1) The Council must secure the provision of reasonable facilities for-

- (a) education (other than higher education) suitable to the requirements of persons who have attained the age of 19;
- (b) training suitable to the requirements of such persons;
- (c) organised leisure-time occupation connected with such education; and
- (d) organised leisure-time occupation connected with such training.

(2) Facilities are reasonable if (taking account of the Council's resources) the facilities are of such a quantity and quality that the Council

can reasonably be expected to secure their provision.

(3) In performing the duty imposed on it by subsection (1) the Council must-

- (a) take account of the places where facilities are provided, the character of facilities and the way they are equipped;
- (b) take account of the different abilities and aptitudes of different persons;
- (c) take account of the education and training required in different sectors of employment for employees and potential employees;
- (d) take account of facilities whose provision the Council thinks might reasonably be secured by other persons; and
- (e) make the best use of the Council's resources and in particular avoid provision which might give rise to disproportionate expenditure.

(4) Provision is not to be considered as giving rise to disproportionate expenditure only because that provision is more expensive than comparable provision.

(5) For the purposes of this section-

- (a) education includes both full-time and part-time education;
- (b) training includes both full-time and part-time training;
- (c) training includes vocational, social, physical and recreational training; and
- (d) higher education is education provided by means of a course of any description mentioned in Schedule 6 to the *Education Reform Act 1988*.

(6) References in this Part to post-16 education are to-

- (a) education falling within section 2 (1) (a) or subsection (1) (a) above; and

- (b) organised leisure-time occupation connected with such education.

(7) References in this Part to post-16 training are to-

- (a) training falling within section 2 (1) (b) or subsection (1) (b) above; and
- (b) organised leisure-time occupation connected with such training.

Section 13

(1) In discharging its functions under sections 2, 3, 5 (1) (a) to (d) (g) and 8 the Council must have regard-

- (a) to the needs of persons with learning difficulties; and
- (b) in particular, to any report of an assessment conducted under section 140.

(2) If the Council is satisfied that it cannot secure the provision of facilities for education and training which are sufficient in quantity and adequate in quality for a person with a learning difficulty who is over compulsory school age but who has not attained the age of 19 unless it also secures the provision of boarding accommodation for him, the Council must secure the provision of boarding accommodation for him.

(3) If the Council is satisfied that it cannot secure the provision of reasonable facilities for education or training for a person with a learning difficulty who has attained the age of 19 but not the age of 25 unless it also secures the provision of boarding accommodation for him, the Council must secure the provision for him.

(4) If the Council is satisfied that it cannot secure the provision of reasonable facilities for education or training for a person with a learning difficulty who has attained the age of 25 unless it also secures the provision of boarding accommodation for him, the Council may secure the provision for him.

- (5) A person has a learning difficulty if-
 - (a) he has a significantly greater difficulty in learning than the majority of persons of his age; or
 - (b) he has a disability which either prevents or hinders him from making use of facilities of a kind generally provided by institutions providing post-16 education or training.
- (6) But a person is not to be taken to have a learning difficulty solely because the language (or form of language) in which he is or will be taught is different from a language (or form of language) which has at any time been spoken in his home.

Section 14

- (1) In exercising its functions the Council must have due regard to the need to promote equality of opportunity-
 - (a) between persons of different racial groups;
 - (b) between men and women; and
 - (c) between persons who are disabled and persons who are not.
- (2) As soon as is reasonably practicable after the end of each financial year of the Council it must publish a report containing-
 - (a) a statement of the arrangements made under subsection (1) and having effect in the year; and
 - (b) an assessment of how effective the arrangements were in promoting equality of opportunity.
- (3) The report must also contain a statement of the arrangements which the Council has made, or proposes to make, under subsection (1) in respect of the financial year immediately following that referred to in subsection (2).
- (4) The Council must send a copy of the report to the Secretary of State.

- (5) "Racial group" has the same meaning as in the *Race Relations Act 1976*.

- (6) Disabled persons are persons who are disabled for the purposes of the *Disability Discrimination Act 1995*.

Section 140

- (1) Subsection (2) applies if-
 - (a) a local education authority maintains a statement of special educational needs for a person under section 324 of the *Education Act 1996*; and
 - (b) the Secretary of State believes that the person will leave school at the end of his last year of compulsory schooling to receive post-16 education or training (within the meaning of Part I of this Act) or higher education (within the meaning of the *Education Reform Act 1988*).
- (2) The Secretary of State must arrange for an assessment of the person to be conducted at some time during the person's last year of compulsory schooling.
- (3) The Secretary of State may at any time arrange for an assessment to be conducted of a person-
 - (a) who is in his last year of compulsory schooling or who is over compulsory school age but has not attained the age of 25;
 - (b) who appears to the Secretary of State to have a learning difficulty (within the meaning of section 13); and
 - (c) who is receiving, or in the Secretary of State's opinion is likely to receive, post-16 education or training (within the meaning of Part I of this Act) or higher education (within the meaning of the *Education Reform Act 1988*).
- (4) For the purposes of this section an assessment of a person is an assessment resulting in a written report of-

- (a) his educational and training needs; and
 - (b) the provision required to meet them.
- (5) A local education authority must send a copy of a statement maintained by it under section 324 of the *Education Act 1996* to the Secretary of State on his request.
- (6) In its application to Wales this section shall have effect with the following modifications (in addition to those specified in section 150)-
- (a) the reference to Part I of this Act shall be construed as a reference to Part II; and
 - (b) the reference to section 13 shall be construed as a reference to section 41.

Annex C: Provider Listing

Providers in Receipt of Learning and Skills Council Funding for the Placement of Learners with Learning Difficulties and/or Disabilities

(Correct as at June 2003)

Alderwasley Hall School
Arden College
Ashford College
Beaumont College
Belford College
Bridge College
Colog Elidyr
Dame Hannah Rogers School and Further Education Unit
David Lewis College
Derby College of Deaf People
Derwen College
Dilston College of Further Education
Doncaster College for the Deaf
Dorton College of Further Education
ESPA Colleges (Ashleigh/North Rye, South Hill and Tasker House)
Ealing Leap Services – The National Autistic Society
Farleigh Sixth Form College
Fairfield Opportunity Farm (Dilton) Ltd
Fortune Centre of Riding Therapy
Foxes Academy
Glasshouse College
Green Laund
Hereward College of Further Education
Hinwick Hall College of Further Education
Homefield College
Hope Lodge School (Aspin House)
hspb Henshaws College
Iver House Ltd

Kisharon College
Landmarks
Langdon College
Lindeth College of Further Education
Linkage Community Trust
Loppington House
Lufton College of Further Education
Meldreth Manor
Minstead Training Project
Nash College of Further Education
National Star College
Oakwood Court
Orchard Hill College of Further Education
Orpheus Centre
Pengwern College
Pennine Camphill Community
Portland College
Queen Alexandra College for the Blind
Queen Elizabeth's Foundation Brain Injury Centre
Queen Elizabeth's Foundation Development Centre
RNIB Condover Hall School
RNIB New College Worcester
RNIB Redhill College
RNIB Vocational College, Loughborough
Royal National College of the Blind
Royal School for the Deaf, Manchester
Royal West of England School for the Deaf
Ruskin Mill College
SENSE East
St Elizabeth's School
St John's Catholic School for the Deaf
Stanbridge Earls School
Strathmore College
The Interact Centre
The Mount Camphill Community
The National Centre for Young People with Epilepsy (NCYPE)
Thornbeck College
Treloar College

West of England School (for Children with
Little or No Sight)
Westgate College
Whitegates Further Education Unit
William Morris Camphill Community

**Please note that this list is subject to
change.**

**Please contact your local Learning and
Skills Council to check any details.**

Annex D: Criteria for Placements

Criteria for Considering Placements – Day and Residential

1 For all learners, **appropriate and up-to-date assessment** reports should be available to demonstrate the match between the needs and aspirations of the learner and the placement following the principles of inclusive learning.

2 For all placements, day and residential, evidence must be targeted to demonstrate that:

- the placement offers a high level of specialist support and/or equipment not available elsewhere;
- the placement has been identified in assessments as the most appropriate setting for the learner;
- the placement meets the relevant care and educational standards; and
- the placement does not represent a disproportionate use of public funds.

3 It is likely that the following documentation, where relevant, would be the source of such evidence (where there are several, the most recent version only is usually required):

- Connexions Service reports, including assessments conducted under section 140 of the Act (if the learner is progressing from school, these will be a key piece of evidence);
- statement review reports;
- transition plans;

- school reports, or reports from the learner's previous placement;
- social services reports;
- medical reports;
- psychological reports;
- probation reports; and
- assessments carried out by the specialist college.

4 A learner need not be turned down for a place at a further education (FE) college before a placement at a specialist college, either day or residential, can be considered. However, recent evidence of the consideration given to alternative post-16 provision and opportunities should be available, and the basis on which it was considered not to be appropriate should be made clear.

Criteria for Residential Provision

Criterion 1

There should be evidence that no day provision, which is sufficient in quantity and adequate in quality, is available. Residential provision is necessary to secure provision for the individual.

Criterion 2

Evidence should show that residential provision is an essential element of the learner's education and/or training needs, which cannot be provided in a non-residential setting.

5 The Learning and Skills Council (LSC) would normally expect to see the evidence for

the need for a residential placement to fall into one of the following categories.

Category 1 – medical

6 Medical evidence would need to be available to demonstrate that such support was essential rather than simply helpful, and that day care arrangements were either non-existent or inconsistent with the pursuit of an educational programme for the individual learner who may:

- have need of continuous, ongoing and on-the-spot medical support and/or supervision to enable full access to an educational programme;
- require periods of rest or physiotherapy to enable them to meet the demands of the programme; or
- already be in a specialist placement or have a deteriorating condition, which requires a future placement to be residential.

Category 2 – educational

7 The evidence must show that these needs and aspirations can be met only in a residential setting, and that day provision does not meet those needs.

8 Evidence for this category should demonstrate that:

- the programme of study identified for the learner addresses his or her needs in a way that can be found only in a residential setting; or
- there is a need for the development of essential skills such as communication, daily living, mobility and self-care.

9 The learner may wish to follow a programme in which the main aim is to develop personal and social skills. This would be appropriate where, for example, the learner's behavioural difficulties are such that regular attendance at a non-residential placement might be in doubt.

Additional Criteria for Learners Over the Age of 25

10 The LSC recognises that some learners may have acquired a learning difficulty and/or disability later in life, while others may have experienced difficulties with learning for some time but only recently had a diagnosis of the nature of the difficulty. The Act gives the Council discretionary powers to consider funding placements for learners who are over the age of 25.

11 As with all placement requests, the LSC expects that in reaching a decision to seek a placement, any learner over the age of 25 has had the opportunity for advice and guidance that has explored other available options.

Criterion 3

There should be evidence that the cost of the placement is reflected in the likely benefits to the learner.

12 Evidence to support the placement request should include reports on any provision that has been accessed to date and the rationale for the decision to seek a placement at a specialist college. It should also demonstrate how the support at the specialist college meets the needs of the learner in an age-appropriate way.

13 There should be evidence of the likely impact of the placement on the learner's long-term prospects, which may include employment.

Assessments by Specialist Colleges

14 The initial assessment of a learner by a specialist college should include, as a minimum, the following:

- a statement that clearly outlines how the provision best matches the educational needs of the learner;

- confirmation of when the assessment took place, its duration and its content;
- identification, across the curriculum, of the skills that the learner needs to acquire;
- assessments by specialists as appropriate (speech and language therapists, for example);
- initial identification of relevant and realistic educational goals (including clear definition of the learner's primary learning goal) and how the proposed programme would contribute towards such goals. This should include details of accredited (awarding body and syllabus if relevant) and non-accredited programme aims and whether any elements of the provision will be made by another provider (for example, a general FE college);
- the start and end date of the proposed placement; and
- the completion of the form at Annex N, which identifies the specialist support required by the learner and the related matrix cell selection. Please note, as per paragraph 41 in the guidance document, if the college considers that the learner's support needs are in excess of those detailed in the matrix descriptors, the college must consult the relevant local LSC prior to offering the learner a place.

Annex E: Local Learning and Skills Council Details

LSC, Bedfordshire and Luton

2 Railton Road,
Woburn Road Industrial
Estate,
Kempston,
Bedford,
MK42 7PN.

Krysia Connelly
0845 0194160

LEA areas: Bedfordshire; Luton

LSC, Berkshire

Pacific House,
Imperial Way,
Reading,
Berkshire,
RG2 0TF.

Leza Monaghan and Jon
Thompson
0845 0194147

LEA areas: West Berkshire;
Bracknell Forest; Reading;
Slough; Windsor and
Maidenhead; Wokingham

LSC, Birmingham and Solihull

Chaplin Court,
80 Hurst Street,
Birmingham,
B5 4TG.

Dave Kennedy 0121 345 4648

LEA areas: Birmingham;
Solihull

LSC, Black Country

1st Floor,
Black Country House,
Rounds Green Road, Oldbury,
West Midlands,
B69 2DG.

Cheryl Taylor
0845 0194186

LEA areas: Dudley; Sandwell;
Walsall; Wolverhampton

LSC, Bournemouth, Dorset and Poole

Provincial House,
25 Oxford Road,
Bournemouth,
Dorset,
BH8 8EY.

Lynette Bailey
0845 0194148

LEA areas: Bournemouth;
Dorset; Poole

LSC, Cambridgeshire

Stuart House,
St Johns Street,
Peterborough,
Cambridgeshire,
PE1 5DD.

Vivien Bradshaw
0845 0194165

LEA areas: Cambridgeshire;
City of Peterborough

LSC, Cheshire and Warrington

Dalton House,
Dalton Way,
Middlewich,
Cheshire,
CW10 0HU.

Margaret Pritchard
0845 0194163

LEA areas: Cheshire;
Warrington

LSC, County Durham

Horndale Avenue,
Aycliffe Industrial Park,
Newton Aycliffe,
County Durham,
DL5 6XS.

Helen Radcliffe
01325 372368

LEA areas: Durham

LSC, Coventry and Warwickshire

Oak Tree Court,
Binley Business Park,
Harry Weston Road,
Coventry,
CV3 2UN.

Clare Bee
02476 446005

LEA areas: Coventry;
Warwickshire

LSC, Cumbria

Venture House,
Regents Court,
Guard Street,
Workington,
Cumbria,
CA14 4EW.

Sue Roe
01900 733 336

LEA areas: Cumbria

LSC, Derbyshire

St Helens Court,
St Helens Street,
Derby,
Derbyshire,
DE1 3GY.

Sandra Wilson
01332 868325

LEA areas: Derbyshire;
City of Derby

LSC, Devon and Cornwall

Foliot House,
Budshead Road,
Plymouth,
Devon,
PL6 5XR.

Mike Gray
0845 0194155

LEA areas: Devon; Cornwall;
Plymouth; Torbay; Isles of Scilly

LSC, Essex

Redwing House,
Hedgerows Business Park,
Colchester Road,
Chelmsford,
Essex,
CM2 5PB.

Penny Greaves
01245 550051

LEA areas: Essex; Thurrock;
Southend-on-Sea

LSC, Gloucestershire

Conway House,
33-35 Worcester Street,
Gloucester,
Gloucestershire,
GL1 3AJ.

Rose King
01452 450060

LEA areas: Gloucestershire

LSC, Greater Manchester

Floor 9, Arndale House,
Arndale Centre,
Manchester,
Greater Manchester,
M4 3AQ.

Corinna Seymour
0161 261 0380

LEA areas: Stockport;
Tameside; Oldham;
Manchester; Trafford; Salford;
Wigan; Bolton; Bury; Rochdale

LSC, Greater Merseyside

Tithebarn House (3rd Floor),
Tithebarn Street, Liverpool,
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Dianne Saxon
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LEA areas: Liverpool; Wirral;
Knowsley; Sefton; St. Helens;
Halton

LSC, Hampshire, Isle of Wight and Portsmouth

25 Thackeray Mall,
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PO16 0PQ.

Lucy Rylatt
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LEA areas: Hampshire; Isle of
Wight; Portsmouth;
Southampton

LSC, Hereford and Worcestershire

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Worcester,
Worcestershire,
WR5 1DU.

Fran Jones
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LEA areas: Herefordshire;
Worcestershire

LSC, Hertfordshire

45 Grovesnor Road,
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Hertfordshire,
AL1 3AW.

Wendy Bell
0845 0194167

LEA areas: Hertfordshire

LSC, Humberside

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Silvester Street,
Hull, HU1 3HL.

Ken Willoughby
0845 0194153

LEA areas: East Riding; City of
Kingston-upon-Hull; North
Lincolnshire; North East
Lincolnshire

LSC, Kent and Medway

26 Kings Hill Avenue,
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West Malling,
Kent,
ME19 4AE.

Richard Oldridge
0845 0194152

LEA areas: Kent; Medway

LSC, Lancashire

Caxton Road,
Fulwood,
Preston,
Lancashire,
PR2 9ZB.

Frances Potter and
Jane Wagstaff
0845 0194157

LEA areas: Lancashire;
Blackpool and Blackburn with
Darwen

LSC, Leicestershire

17a Meridian East,
Meridian Business Park,
Leicester,
Leicestershire,
LE19 1UU.

Carol Forder
0116 228 1857

LEA areas: Leicestershire; City
of Leicester

LSC, Lincolnshire and Rutland

Beech House,
Witham Park,
Waterside South,
Lincoln,
LN5 7JH.

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0845 0194178

LEA areas: Lincolnshire;
Rutland

LSC, London – Central

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London,
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LEA areas: Westminster;
Kensington and Chelsea;
Lambeth; Wandsworth;
Southwark; Camden; Islington

LSC, London – East

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E15 1NT.

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020 8929 3811

LEA areas: Hackney; Redbridge;
Havering; Barking and
Dagenham; Newham; Tower
Hamlets; City of London;
Bexley; Greenwich; Lewisham

LSC, London – North

Dumayne House,
1 Fox Lane,
Palmer's Green,
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Ayfer Orhan
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LEA areas: Barnet; Enfield;
Haringey; Waltham Forest

LSC, London – South

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Eamonn Gilbert
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LEA areas: Richmond-upon-
Thames; Kingston-upon-
Thames; Merton; Sutton;
Croydon; Bromley

LSC, London – West

West London Centre,
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Middlesex,
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LEA areas: Hillingdon; Harrow;
Brent; Ealing; Hounslow;
Hammersmith and Fulham

**LSC, Milton Keynes/
Oxfordshire and
Buckinghamshire**

26–27 The Quadrant,
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Oxon,
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Su Cheetham
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Caroline Yeo
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LEA areas: Milton Keynes;
Oxfordshire; Buckinghamshire

LSC, Norfolk

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LEA areas: Norfolk

LSC, North Yorkshire

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Richard Stockton
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LEA areas: North Yorkshire;
City of York

LSC, Northamptonshire

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Northampton,
Northamptonshire,
NN3 6BJ.

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LEA areas: Northamptonshire

LSC, Northumberland

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LEA areas: Northumberland

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City of Nottingham

LSC, Shropshire

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LEA areas: Somerset

LSC, South Yorkshire

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LEA areas: Barnsley; Doncaster;
Rotherham; Sheffield

LSC, Staffordshire

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LEA areas: Suffolk

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Anne Pearson
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LEA areas: Surrey

LSC, Sussex

Prince's House,
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Sussex,
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Anne Rodriguez
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LEA areas: East Sussex; West
Sussex; Brighton and Hove

LSC, Tees Valley

2 Queen's Square,
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Cleveland,
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Lisa Watson
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LEA areas: Hartlepool;
Darlington; Stockton-on-Tees;
Middlesbrough; Redcar and
Cleveland

LSC, Tyne and Wear

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5th Avenue Business Park,
Team Valley, Gateshead,
Tyne and Wear,
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Michelle Harrison
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LEA areas: North Tyneside;
South Tyneside; Gateshead;
Newcastle-upon-Tyne;
Sunderland

LSC, West of England

St Lawrence House,
29–31 Broad Street,
Bristol,
BS99 7HR.

Richard Luck
0117 372 6501

LEA areas: Bristol; Bath and
North East Somerset; South
Gloucestershire; North
Somerset

LSC, West Yorkshire

Mercury House,
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Bradford,
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Tony Waring
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LEA areas: Bradford;
Calderdale; Kirklees; Leeds;
Wakefield

LSC, Wiltshire and Swindon

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LEA areas: Wiltshire; Swindon

Annex F: 2004/05 Placement Request: Summary Sheet - All Learners



Learning+Skills Council

(Reference REP/0704/03)

Confidential

To be completed by referring agency **prior** to the placement meeting and returned to the placement officer at the relevant local Learning and Skills Council.

1. Referring agency

Name <i>(please print)</i>	
Address	
Contact name	
Telephone	Email

2. Learner details

Name <i>(please print)</i>	Date of birth	/	/
Address			
Telephone			
Disability			
Ethnicity code <i>(insert appropriate code)</i>	<input type="checkbox"/>	Gender M/F	<input type="checkbox"/>
Parent/guardian			
Address if different from above			
Home LEA		Current or most recent provider	
Learner's highest educational achievement to date			

3. Provider details

Name <i>(please print)</i>	
Address	
Contact name	
Telephone	Email

Is the request for day placement <input type="checkbox"/>	or residential <input type="checkbox"/>
Programme start date / /	Programme end date / /

4. Evidence required at the placement meeting (where applicable)

The referring agency should ensure all relevant information is made available for review by all agencies present at the meeting. Please ensure that copies of all relevant documentation are available for the Learning Skills Council Placement Officer.

Please note that the referring agency should ensure they have the consent of the learner and parent/guardian to share all the following documentary evidence with other agencies at the placement meeting. In addition, the learner and his/her family should be made aware of the content of any evidence being presented to the Council.

Connexions/careers report <input type="checkbox"/>	most recent school report <input type="checkbox"/>
most recent care plan/other relevant social services documentation <input type="checkbox"/>	most recent educational psychologist's report <input type="checkbox"/>
most recent medical report <input type="checkbox"/>	most recent link course reports <input type="checkbox"/>
transition plan <input type="checkbox"/>	
confirmation letter from specialist provider	<input type="checkbox"/>
specialist provider rationale to support matrix tariff value (Annex N)	<input type="checkbox"/>
copy of initial assessment carried out by provider	<input type="checkbox"/>
consent letter signed by learner and/or by parent/carer/advocate	<input type="checkbox"/>
confirmation letter of social services or other agency funding	<input type="checkbox"/>
Other (please list and label)	

5. Provider status

Is the requested provider currently funded through the placements process (see list at Annex C)?	Yes	<input type="checkbox"/>
	No	<input type="checkbox"/>

6. To be signed by referring agency

Signed	Dated	/	/
Position*			

**This should be a senior authorised officer from the referring agency*

Ethnicity Codes for question 2	
11	Asian or Asian British – Bangladeshi
12	Asian or Asian British – Indian
13	Asian or Asian British – Pakistani
14	Asian or Asian British – any other Asian background
15	Black or Black British – African
16	Black or Black British – Caribbean
17	Black or Black British – any other Black background
18	Chinese
19	Mixed – White and Asian
20	Mixed – White and Black African
21	Mixed – White and Black Caribbean
22	Mixed – any other Mixed background
23	White – British
24	White – Irish
25	White – any other White background
98	Other
99	Not known

Annex G: Support Band Rates

2003/04

Tuition			
Independence training			
Personal care support			
Therapy, counselling and intervention			
Equipment			
1	<ul style="list-style-type: none">• Moderate learning difficulties• Sensory impaired• Emotional and/or behavioural difficulties	<ul style="list-style-type: none">• Specific learning difficulties• Partially disabled but ambulant• Medical condition - little supervision	Day Residential
2	<ul style="list-style-type: none">• Moderate learning difficulty - compounded by one other difficulty• Physically disabled - mobility difficulties• Aspergers syndrome• Speech & language disorders	<ul style="list-style-type: none">• Sensory impaired - compounded by one other difficulty• Mild autism• Emotional and/or behavioural and/or mental ill health• Medical condition - some supervision	Day Residential
3	<ul style="list-style-type: none">• Severe learning difficulty• Physically disabled - affecting upper body and mobility, manual wheelchair user• Aspergers syndrome with moderate learning difficulties• Complex speech and/or language disorders	<ul style="list-style-type: none">• Sensory impaired with moderate learning difficulty• Autism• Moderate emotional and/or behavioural difficulties• Medical condition - requiring input	Day Residential
4	<ul style="list-style-type: none">• Severe learning difficulty with challenging behaviour• Sensory impaired with severe learning difficulty• Aspergers syndrome with disturbed behaviour• Vulnerable through child abuse and/or mental illness	<ul style="list-style-type: none">• Severe learning difficulty with communication difficulty• Physically disabled (as 3) compounded by moderate learning difficulty and/or communication difficulty, manual wheelchair user• Debilitating medical condition	Day Residential
5	<ul style="list-style-type: none">• Severe learning difficulty and partial disability and behavioural difficulties• Sensory impaired with severe learning and/or behavioural difficulty• Severe emotional and behavioural difficulties• Uncontrolled medical condition	<ul style="list-style-type: none">• Autism with behavioural difficulties• Vulnerable and disturbed due to child abuse and/or mental illness• Multiple disabilities, electric wheelchair user	Day Residential
6	<ul style="list-style-type: none">• Severe learning difficulty compounded by other complex difficulties• Vulnerable, disturbed and volatile as a result of child abuse and/or mental illness• Permanently disabled with significant sensory loss	<ul style="list-style-type: none">• Deaf/blind• Physically disabled - no independent movement or speech, electric wheelchair user• Uncontrolled life threatening medical condition	Day Residential

Band A	Band B	Band C
<ul style="list-style-type: none"> access to specialist teaching support some curriculum support support with basic skills work experience support 	<ul style="list-style-type: none"> specialist teaching support for 1 hour per week curriculum support (1:7) 	<ul style="list-style-type: none"> specialist teaching support for 3 hours per week curriculum support (1:5)
<ul style="list-style-type: none"> encouragement in independence supervision to plan social, creative and leisure activities 	<ul style="list-style-type: none"> supervision in independence skills support to plan social, creative and leisure activities 	<ul style="list-style-type: none"> regular independence training supervision for programme of social, creative and leisure activities
<ul style="list-style-type: none"> access to medical care minimum care supervision 	<ul style="list-style-type: none"> some supervision in personal and/or medical care 	<ul style="list-style-type: none"> some help with personal care
<ul style="list-style-type: none"> occasional access to counselling and/or therapy 	<ul style="list-style-type: none"> access to counselling and/or therapy 	<ul style="list-style-type: none"> weekly therapy regular counselling support
	<ul style="list-style-type: none"> some equipment needs 	<ul style="list-style-type: none"> standard equipment requires modifications
£4,145 £12,780	£6,448 £15,082	£9,670 £19,112
£4,261 £12,894	£6,620 £15,254	£9,901 £19,342
£4,375 £13,010	£6,735 £15,369	£10,017 £19,457
£4,491 £13,124	£6,850 £15,484	£10,131 £19,572
£4,605 £13,241	£6,965 £15,601	£10,247 £19,687
£4,721 £13,355	£7,080 £15,715	£10,362 £19,802

Tuition		
Independence training		
Personal care support		
Therapy, counselling and intervention		
Equipment		
1	<ul style="list-style-type: none"> Moderate learning difficulties Sensory impaired Emotional and/or behavioural difficulties Specific learning difficulties Partially disabled but ambulant Medical condition - little supervision 	Day Residential
2	<ul style="list-style-type: none"> Moderate learning difficulty - compounded by one other difficulty Physically disabled - mobility difficulties Aspergers syndrome Speech & language disorders Sensory impaired - compounded by one other difficulty Mild autism Emotional and/or behavioural and/or mental ill health Medical condition - some supervision 	Day Residential
3	<ul style="list-style-type: none"> Severe learning difficulty Physically disabled - affecting upper body and mobility, manual wheelchair user Aspergers syndrome with moderate learning difficulties Complex speech and/or language disorders Sensory impaired with moderate learning difficulty Autism Moderate emotional and/or behavioural difficulties Medical condition - requiring input 	Day Residential
4	<ul style="list-style-type: none"> Severe learning difficulty with challenging behaviour Sensory impaired with severe learning difficulty Aspergers syndrome with disturbed behaviour Vulnerable through child abuse and/or mental illness Severe learning difficulty with communication difficulty Physically disabled (as 3) compounded by moderate learning difficulty and/or communication difficulty, manual wheelchair user Debilitating medical condition 	Day Residential
5	<ul style="list-style-type: none"> Severe learning difficulty and partial disability and behavioural difficulties Sensory impaired with severe learning and/or behavioural difficulty Severe emotional and behavioural difficulties Uncontrolled medical condition Autism with behavioural difficulties Vulnerable and disturbed due to child abuse and/or mental illness Multiple disabilities, electric wheelchair user 	Day Residential
6	<ul style="list-style-type: none"> Severe learning difficulty compounded by other complex difficulties Vulnerable, disturbed and volatile as a result of child abuse and/or mental illness Permanently disabled with significant sensory loss Deaf/blind Physically disabled - no independent movement or speech, electric wheelchair user Uncontrolled life threatening medical condition 	Day Residential

Band D	Band E	Band F
<ul style="list-style-type: none"> specialist teaching support for 3 hours per week curriculum support (1:4) 	<ul style="list-style-type: none"> specialist teaching support for greater than 3 hours per week curriculum support (1:3) 	<ul style="list-style-type: none"> specialist teaching support for greater than 3 hours per week curriculum support (1:2) for the majority of the time
<ul style="list-style-type: none"> structured independence training organised programme of social, creative and leisure activities 	<ul style="list-style-type: none"> high level of support for independence training (up to 2 hours per day) structured programme of social, creative and leisure activities 	<ul style="list-style-type: none"> high level of support for independence training (average of more than 2 hours per day) daily programme of social, creative and leisure activities
<ul style="list-style-type: none"> regular help with personal care 	<ul style="list-style-type: none"> daily support with personal care (up to an hour) daily medical support 	<ul style="list-style-type: none"> daily support with personal activities of daily living (more than an hour) daily access to nursing staff
<ul style="list-style-type: none"> weekly therapy immediate access to counselling support 	<ul style="list-style-type: none"> therapy twice per week immediate intervention for emotional and/or behavioural support 	<ul style="list-style-type: none"> therapy more than twice per week structured and immediate emotional support regular intervention for behavioural support
<ul style="list-style-type: none"> standard equipment requires modifications 	<ul style="list-style-type: none"> equipment requires significant adaptations 	<ul style="list-style-type: none"> equipment requires significant adaptations
£11,743 £22,566	£15,888 £26,825	£20,032 £31,661
£11,973 £22,796	£16,175 £27,113	£20,320 £31,949
£12,090 £22,911	£16,291 £27,228	£20,436 £32,063
£12,204 £23,026	£16,405 £27,343	£20,550 £32,179
£12,320 £23,141	£16,521 £27,458	£20,666 £32,293
£12,434 £23,256	£16,635 £27,573	£20,780 £32,409

Tuition		
Independence training		
Personal care support		
Therapy, counselling and intervention		
Equipment		
1	<ul style="list-style-type: none"> Moderate learning difficulties Sensory impaired Emotional and/or behavioural difficulties Specific learning difficulties Partially disabled but ambulant Medical condition - little supervision 	Day Residential
2	<ul style="list-style-type: none"> Moderate learning difficulty - compounded by one other difficulty Physically disabled - mobility difficulties Aspergers syndrome Speech & language disorders Sensory impaired - compounded by one other difficulty Mild autism Emotional and/or behavioural and/or mental ill health Medical condition - some supervision 	Day Residential
3	<ul style="list-style-type: none"> Severe learning difficulty Physically disabled - affecting upper body and mobility, manual wheelchair user Aspergers syndrome with moderate learning difficulties Complex speech and/or language disorders Sensory impaired with moderate learning difficulty Autism Moderate emotional and/or behavioural difficulties Medical condition - requiring input 	Day Residential
4	<ul style="list-style-type: none"> Severe learning difficulty with challenging behaviour Sensory impaired with severe learning difficulty Aspergers syndrome with disturbed behaviour Vulnerable through child abuse and/or mental illness Severe learning difficulty with communication difficulty Physically disabled (as 3) compounded by moderate learning difficulty and/or communication difficulty, manual wheelchair user Debilitating medical condition 	Day Residential
5	<ul style="list-style-type: none"> Severe learning difficulty and partial disability and behavioural difficulties Sensory impaired with severe learning and/or behavioural difficulty Severe emotional and behavioural difficulties Uncontrolled medical condition Autism with behavioural difficulties Vulnerable and disturbed due to child abuse and/or mental illness Multiple disabilities, electric wheelchair user 	Day Residential
6	<ul style="list-style-type: none"> Severe learning difficulty compounded by other complex difficulties Vulnerable, disturbed and volatile as a result of child abuse and/or mental illness Permanently disabled with significant sensory loss Deaf/blind Physically disabled - no independent movement or speech, electric wheelchair user Uncontrolled life threatening medical condition 	Day Residential

Band G	Band G#	Band H
<ul style="list-style-type: none"> specialist teaching support for more than 3 hours per week curriculum support (1:2) at all times 	<ul style="list-style-type: none"> curriculum support (1:1) for the majority of the time 	<ul style="list-style-type: none"> curriculum support (1:1) at all times
<ul style="list-style-type: none"> high level of support for independence training (average of more than 2 hours a day) daily programme of social, creative and leisure activities 	<ul style="list-style-type: none"> high level of support for independence training involving multi-disciplinary input structured daily programme of social, creative and leisure activities 	<ul style="list-style-type: none"> high level of support for independence training at all times structured and supported daily programme of social, creative and leisure activities
<ul style="list-style-type: none"> daily support with personal activities of daily living (more than 2 hours) daily access to nursing staff 	<ul style="list-style-type: none"> daily support with personal activities of daily living (more than 3 hours) daily support from nursing staff 	<ul style="list-style-type: none"> high level of support for personal activities of daily living 24 hr specialist support 24 hr nursing staff and/or equipment continual intervention to ensure learner safety
<ul style="list-style-type: none"> therapy more than three times a week regular programme of emotional support structured behavioural planning and intervention 	<ul style="list-style-type: none"> therapy more than three times a week daily programme of emotional support structured behavioural planning and intervention 	<ul style="list-style-type: none"> individual therapy and/or psychiatric support constant emotional support structured behavioural planning and intervention
<ul style="list-style-type: none"> dedicated but standard equipment 	<ul style="list-style-type: none"> dedicated but standard equipment care equipment 	<ul style="list-style-type: none"> dedicated personal equipment
£29,539 £41,792	£34,827 £49,678	£40,295 £57,564
£29,703 £42,137	£35,201 £50,052	£40,698 £57,967
£29,819 £42,253	£35,346 £50,197	£40,872 £58,141
£29,933 £42,367	£35,488 £50,340	£41,043 £58,312
£30,049 £42,483	£35,633 £50,484	£41,216 £58,485
£30,163 £42,497	£35,776 £50,628	£41,389 £58,658

Annex H: Matrix of Learning Difficulties and/or Disabilities and Associated Support

Support Band A

	Descriptor	Further information
Tuition	Access to specialist teaching support	This is for specific aspects of the curriculum over and above the base level of taught curriculum (for example mobility).
	Some curriculum support	Learner needs within group teaching context, an individualising of the learning style.
	Support with basic skills	Learner has some basic literacy and/or numeracy skills, but will require some support and instruction within curriculum areas to improve/develop skills. (for example social, literacy, numeracy including forms, maps, time).
	Work experience support	Some supervision and/or encouragement required.
Independence training	Encouragement in independence	Learner either has skills but little confidence, or skills need to be encouraged. Learner able to work with others on independence skills – reminders and encouragement only.
	Supervision to plan social, creative and leisure activities	Learner requires some supervision to organise with peers a range of activities including evenings and weekends.
Personal care support	Access to medical care	Learner will not routinely require medical intervention.
	Minimum care supervision	Levels of supervision consistent with safety of young people, little intervention anticipated.
Therapy counselling and intervention	Occasional access to counselling and/or therapy	Learner has an occasional requirement for sessions with counsellors and/or therapists (for example anger, stress, psychological, speech, audiology or occupational).
Equipment		

Notes 1. Not all of these descriptors will apply to one learner. The use of the matrix requires selecting the cell which most closely reflects (in some or all of the descriptors) the profile of support received by the learner.
2. Support outlined within this band is in addition to that outlined in the core entitlement.

Support Band B

	Descriptor	Further information
Tuition	<p>Specialist teaching support for one hour per week</p> <p>Curriculum support (1:7)</p>	<p>Learner requires specialist teaching support, either individually or in a small group setting, in addition to base teaching hours for about an hour per week (for example in key skills, communications or I.T).</p> <p>The base ratio of curriculum staff: learner support to be 1:7.</p>
Independence training	<p>Supervision in independence skills</p> <p>Support to plan social, creative and leisure activities</p>	<p>Learner requires monitoring to ensure life skills tasks are thorough/appropriate.</p> <p>Learner requires support to organise with peers a range of activities including evenings and weekends.</p>
Personal care support	Some supervision in personal and/or medical care	Learner requires support to ensure safe medication (or other procedures).
Therapy counselling and intervention	Access to counselling and/or therapy	Learner as part of agreed programme has access to sessions with counsellors and/or therapists (for example anger, stress, psychological, speech, audiology or occupational).
Equipment	Some equipment needs	Learner requires access to specialist equipment either for learning or mobility (for example radio hearing aids, CCTV).

Notes 1. Not all of these descriptors will apply to one learner. The use of the matrix requires selecting the cell which most closely reflects (in some or all of the descriptors) the profile of support received by the learner.
 2. Support outlined within this band is in addition to that outlined in both the core entitlement and that in previous bands.

Support Band C

	Descriptor	Further information
Tuition	<p>Specialist teaching support for three hours per week</p> <p>Curriculum support (1:5)</p>	<p>Learner requires specialist teaching support, either individually or in a small group setting, in addition to base teaching hours for three hours per week (for example in key skills, ESOL, Braille or social use of language).</p> <p>The base ratio of curriculum staff: learner support to be 1:5.</p>
Independence training	<p>Regular independence training</p> <p>Supervision for programme of social, creative and leisure activities</p>	<p>Learner requires daily oversight to develop independence skills.</p> <p>Learner requires supervision to plan and take part in a range of activities with peers including evenings and weekends.</p>
Personal care support	Some help with personal care	Learner requires some help with self-care and a degree of monitoring for safety purposes (for example for dressing, hygiene).
Therapy counselling and intervention	<p>Weekly therapy</p> <p>Regular counselling support</p>	<p>Learner requires weekly input from a therapist in order to support his or her continued presence on the course (for example anger, stress, psychological, speech, physio, audiology or occupational).</p> <p>Regular counselling support is built into the learner's programme.</p>
Equipment	Standard equipment requires modifications	Equipment that is widely available requires some modifications for the learner's personal use.

Notes 1. Not all of these descriptors will apply to one learner. The use of the matrix requires selecting the cell which most closely reflects (in some or all of the descriptors) the profile of support received by the learner.
 2. Support outlined within this band is in addition to that outlined in both the core entitlement and that in previous bands.

Support Band D

	Descriptor	Further information
Tuition	<p>Specialist teaching support for three hours per week</p> <p>Curriculum support (1:4)</p>	<p>Learner requires specialist teaching support, either individually or in a small group setting, in addition to base teaching hours for three hours per week (for example in key skills, ESOL, Braille or social use of language).</p> <p>The base ratio of curriculum staff: learner support to be 1:4.</p>
Independence training	<p>Structured independence training</p> <p>Organised programme of social, creative and leisure activities</p>	<p>Learner requires a structured programme to develop independence skills.</p> <p>Learner requires supervision to plan and take part in a range of organised activities including evenings and weekends.</p>
Personal care support	Regular help with personal care	Learner requires regular help with self-care, supervision for medical requirements and a degree of monitoring for safety purposes (for example for dressing, hygiene).
Therapy counselling and intervention	<p>Weekly therapy</p> <p>Immediate access to counselling support</p>	<p>Learner requires weekly input from a therapist in order to support his or her continued presence on the course (eg: anger, stress, psychological, speech, physio, audiology or occupational).</p> <p>Learner has immediate access to counselling support.</p>
Equipment	Standard equipment requires modifications	Equipment that is widely available requires some modifications for the learner's personal use.

Notes 1. Not all of these descriptors will apply to one learner. The use of the matrix requires selecting the cell which most closely reflects (in some or all of the descriptors) the profile of support received by the learner.
 2. Support outlined within this band is in addition to that outlined in both the core entitlement and that in previous bands.

Support Band E

	Descriptor	Further information
Tuition	<p>Specialist teaching support for greater than three hours per week</p> <p>Curriculum support (1:3)</p>	<p>Learner requires specialist teaching support, either individually or in a small group setting, in addition to base teaching hours for more than three hours per week (for example in key skills, ESOL, Braille or social use of language).</p> <p>The base ratio of curriculum staff: learner support to be 1:3.</p>
Independence training	<p>High level of support for independence training (up to two hours per day)</p> <p>Structured programme of social, creative and leisure activities</p>	<p>Learner requires a daily (up to two hours) structured programme to develop independence skills (for example specific supervision or guidance to facilitate living skills and social development).</p> <p>Learner requires supervision to access a wide range of social, creative and leisure activities including evenings and weekends.</p>
Personal care support	<p>Daily support with personal care (up to an hour)</p> <p>Daily medical support</p>	<p>Learner requires daily (up to one hour) support for self care (for example from a care assistant for personal hygiene, bathing, toilet).</p> <p>Learner requires daily medical support (for example access to nursing staff).</p>
Therapy counselling and intervention	<p>Therapy twice per week</p> <p>Immediate intervention for emotional and/or behavioural support</p>	<p>Learner has input from a therapist twice a week (eg: anger, stress, psychological, speech, physio, audiology or occupational).</p> <p>Learner may require immediate intervention for support with emotional and/or behavioural problems.</p>
Equipment	Equipment requires significant adaptations	Learner requires equipment to be adapted in order to access curriculum (for example special keyboards, joystick, mouse).

Notes 1. Not all of these descriptors will apply to one learner. The use of the matrix requires selecting the cell which most closely reflects (in some or all of the descriptors) the profile of support received by the learner.
 2. Support outlined within this band is in addition to that outlined in both the core entitlement and that in previous bands.

Support Band F

	Descriptor	Further information
Tuition	<p>Specialist teaching support for greater than three hours per week</p> <p>Curriculum support (1:2) for the majority of the time</p>	<p>Learner requires specialist teaching support, either individually or in a small group setting, in addition to base teaching hours for more than three hours per week (for example in key skills, ESOL, Braille or social use of language).</p> <p>Learner is supported 1:2 for the majority of the learning programme (75%) (for example in all taught/tutorial sessions requiring practical activities; individual work etc).</p>
Independence training	<p>High level of support for independence training (average of more than two hours per day)</p> <p>Daily programme of social, creative and leisure activities</p>	<p>Learner requires a daily (average in excess of two hours a day) structured programme to develop independence skills (for example specific supervision or guidance to facilitate living skills and social development).</p> <p>Learner requires staff support to access a range of social, creative and leisure activities including evenings and weekends.</p>
Personal care support	<p>Daily support with personal activities of daily living (more than an hour)</p> <p>Daily access to nursing staff</p>	<p>Learner requires daily (more than one hour) support for personal activities of daily living (for example assistance with eating, personal hygiene, bathing, toilet).</p> <p>Learner may require daily medical support.</p>
Therapy counselling and intervention	<p>Therapy more than twice per week</p> <p>Structured and immediate emotional support</p> <p>Regular intervention for behavioural support</p>	<p>Learner has therapy, including individual/group sessions more than twice a week (for example anger, stress, psychological, speech, physio, audiology or occupational).</p> <p>Learner requires a weekly structured programme and may require immediate intervention for support with emotional and/or behavioural problems.</p> <p>Learner requires support to manage difficulties which regularly (daily) may include verbal abuse and damage to property.</p>
Equipment	Equipment requires significant adaptations	Learner requires equipment to be adapted in order to access curriculum (for example special keyboards, joystick, mouse).

Notes 1. Not all of these descriptors will apply to one learner. The use of the matrix requires selecting the cell which most closely reflects (in some or all of the descriptors) the profile of support received by the learner
 2. Support outlined within this band is in addition to that outlined in both the core entitlement and that in previous bands.

Support Band G

	Descriptor	Further information
Tuition	<p>Specialist teaching support for more than three hours a week</p> <p>Curriculum support (1:2) at all times</p>	<p>Learner requires specialist teaching support either individually or in a small group setting over and above base teaching hours for more than three hours a week (for example in key skills, ESOL, Braille or social use of language).</p> <p>Learner will need support (1:2) in all taught/tutorial sessions (for example setting up, practical help, interpreting, to stay-on-task, to monitor behaviour).</p>
Independence training	<p>High level of support for independence training (average of more than two hours a day)</p> <p>Daily programme of social, creative and leisure activities</p>	<p>Learner requires staff support to access a structured programme (average in excess of two hours a day) to develop independence skills.</p> <p>Learner requires high level of staff support to ensure access to a range of social, creative and leisure activities including evenings and weekends.</p>
Personal care support	<p>Daily support with personal activities of daily living (more than two hours)</p> <p>Daily access to nursing staff</p>	<p>Learner requires daily (more than two hours) support for personal activities of daily living (for example assistance with eating, personal hygiene, bathing, toilet).</p> <p>Learner may require daily medical support.</p>
Therapy counselling and intervention	<p>Therapy more than three times a week</p> <p>Regular programme of emotional support</p> <p>Structured behavioural planning and intervention</p>	<p>Learner has therapy, including individual/group sessions more than three times a week (for example anger, stress, psychological, speech, physio, audiology or occupational).</p> <p>Regular emotional support is built into the learner's programme.</p> <p>Learner requires planned support to manage difficulties which may include: absconding, intimidation, oppositional behaviour and non-verbal assault (spitting).</p>
Equipment	Dedicated but standard equipment	Learner has allocated equipment for personal use to aid learning (for example laptop, Lightwriter, Keystone).

Notes 1. Not all of these descriptors will apply to one learner. The use of the matrix requires selecting the cell which most closely reflects (in some or all of the descriptors) the profile of support received by the learner.
 2. Support outlined within this band is in addition to that outlined in both the core entitlement and that in previous bands.

Support Band G# Available for the first time for learners commencing programmes in the academic year 2003/04

	Descriptor	Further information
Tuition	Curriculum support (1:1) for the majority of the time	Learner is supported 1:1 for the majority (75%) of the learning programme (for example in all taught/tutorial sessions requiring practical activities; individual work etc).
Independence training	High level of support for independence training involving multi-disciplinary input Structured daily programme of social, creative and leisure activities	Learner requires high level of staff support and input from other disciplines to access a structured programme to develop independence skills. Learner requires high level of staff support in order to take part in a range of social, creative and leisure activities including evenings and weekends.
Personal care support	Daily support with personal activities of daily living (more than three hours) Daily support from nursing staff	Learner requires daily (more than three hours) support for personal activities of daily living (for example assistance with eating, personal hygiene, bathing, toilet). Learner requires daily medical support.
Therapy counselling and intervention	Therapy more than three times a week Daily programme of emotional support Structured behavioural planning and intervention	Learner has individual/group sessions delivered by a therapist more than three times a week. Daily emotional support is built into the learner's programme. Learner requires planned support to manage difficulties which may include: - minor physical assault, self-injurious behaviour (SIB), hyperactivity and vulnerability, inappropriate touching.
Equipment	Dedicated but standard equipment Care equipment	Learner has allocated equipment for personal use to aid learning (for example laptop, Lightwriter, Keystone). Learner requires specialist individual equipment to facilitate personal independence and care needs (for example toilet chairs, specialist beds).

Notes 1. Not all of these descriptors will apply to one learner. The use of the matrix requires selecting the cell which most closely reflects (in some or all of the descriptors) the profile of support received by the learner.
2. Support outlined within this band is in addition to that outlined in both the core entitlement and that in previous bands.

Support Band H

	Descriptor	Further information
Tuition	Curriculum support (1:1) at all times	Learner will need support (1:1) in all taught/tutorial sessions (for example setting up, practical help, interpreting, to stay on task, to monitor behaviour).
Independence training	High level of support for independence training at all times Structured and supported daily programme of social, creative and leisure activities.	Learner requires support of one or more dedicated workers to access a structured programme to develop independence skills. Likely to require one to one support for a substantive part of a work placement. Learner requires 1:1 support to take part in a range of social, creative and leisure activities including evenings and weekends.
Personal care support	High level of support for personal activities of daily living 24 hour specialist support 24 hour nursing staff and/or equipment Continual intervention to ensure learner safety	Learner requires support of more than four care hours per day, possibly involving more than one member of staff, for personal activities of daily living. Constant access to specialist care support (for example night care staff on awake duty). Instant access to high levels of specialist medical care (for example nursing staff on awake duty; response to seizures or diabetes testing). Constant staff oversight to attain required personal safety levels.
Therapy counselling and intervention	Individual therapy and/or psychiatric support Constant emotional support Structured behavioural planning and intervention	Daily therapy probably involving more than one discipline. Counselling and daily emotional support. Learner requires planned support to manage difficulties which may include:- physical assault causing serious injury, serious self-injurious behaviour (SIB).
Equipment	Dedicated personal equipment	Equipment allocated for learner's personal use (for example liberator).

Notes 1. Not all of these descriptors will apply to one learner. The use of the matrix requires selecting the cell which most closely reflects (in some or all of the descriptors) the profile of support received by the learner.
2. Support outlined within this band is in addition to that outlined in both the core entitlement and that in previous bands.

Annex I: Review Reports – Minimum Requirements

Introduction

1 In general, review reports should be completed at the end of the learner's first term and at the end of each subsequent year, including the learner's final year. However, for extension by reviews, reports must be forwarded to the LSC before the end of the penultimate term of LSC funding. Where a review report forms the basis of an extension by review request, it would be helpful if it could be clearly labelled as such.

2 Please find below a checklist, which is intended to help you compile the information that the LSC would expect to be included in review reports.

3 Where it is the practice of the college to produce extensive review reports, it would be beneficial if an executive summary could also be produced along the following minimum guidelines:

- the learner's personal details (name and date of birth);
- the programme start date, agreed funding end date and programme end date;
- confirmation of the learner's support needs and if any matrix changes (increase or decrease) have been identified;
- input from specialists (for example, speech and language therapists, physiotherapists) as appropriate;
- confirmation of matrix cell selection or a request to change it;
- confirmation that the learner is still following the programme as outlined on the Schedule and Purchase Order (if not, clearly highlight any alterations and give reasons for the change);
- an outline of achievements, full or partial, made towards objectives identified in the learner's individual learning plan. This should include an update on all elements of the learner's programme;
- an outline of targets for the forthcoming academic year; and
- the report completed at the end of the learner's penultimate year must indicate what plans will be put in place during the learner's final year of funding to build on transition planning already undertaken within the learner's programme. This should include opportunities to consider alternative provision (further education, higher education, voluntary work and so on) and should include opportunities for input from other involved agencies (guidance counsellors, social services, medical practitioners, Connexions Service advisers and so on).

4 All review reports should be signed and dated and returned to the relevant local LSC.

Annex J: Record of Learner Destination



Learning+Skills Council

(Reference REP/0704/03)

Confidential

To be completed by the specialist provider.

This form should be returned to the placement officer at the relevant **local Learning and Skills Council** within six weeks of the learner's leaving date.

1. Provider details

Name of provider *(please print)*

2. Learner details

Learner name

Date of birth / /

3. Destination

Has the learner had access to independent careers advice?

Yes ☐ No ☐

If yes, was this the learner's home Connexions Service
or the college's local Connexions Service?

Give details of the learner's destination on completing the programme
by ticking the appropriate boxes below.

Education or employment

another programme at this college *(please give details)*

☐

General FE college *(please state which)*

☐

Specialist college *(please state which)*

☐

HE institution *(please state which)*

☐

Employment (<i>please give details</i>)	<input type="checkbox"/>
Work-based training (<i>please give details</i>)	<input type="checkbox"/>
Other (<i>please give details</i>)	<input type="checkbox"/>
<hr/>	

Social or residential	
Day care	<input type="checkbox"/>
Long-term residential placement	<input type="checkbox"/>
Learner returning home	<input type="checkbox"/>
Independent living	<input type="checkbox"/>
Supported independent living	<input type="checkbox"/>
Other, (<i>please give details</i>)	<input type="checkbox"/>
<hr/>	

4. Signature

Signature (<i>Principal/owner/proprietor</i>)	Date / /
---	------------------

Please return this form, within six weeks of the learner's leaving date, to the placement officer at the local LSC. Addresses for these are at Annex E.

Annex K: Withdrawal Notification for Learning and Skills Council- funded Learners at Specialist Providers



This form should also be completed if a learner completes their programme earlier than planned.

(Reference REP/0704/03)

Confidential

For completion by the principal/proprietor/owner

Name of provider <i>(please print)</i>			
Learner name		Date of birth / /	
Start Date / /	Agreed funding end date / /	Withdrawal date / /	

Reason for withdrawal *(please insert appropriate code from attached list)* ☐

Details *(please include all relevant information for example: dates, times, action taken, links to any serious incidents)*

--

If a third party has been involved please give further details

--

Declaration

I am aware of the Learning and Skills Council's policy regarding recovery of fees in accordance with the Learning and Skills Council's contract with specialist providers.

Name (please print)	Principal/Proprietor/Owner
Signed	Date / /

Please return the original to Sara Jackson, Placements and Budgets Manager, at the LSC National Office, and a copy to the Placement Officer at the relevant local LSC.

Codes to use to indicate the reason for learner withdrawal

The code corresponding to the reason for withdrawal should be taken from the following list and entered on the form in the box provided.

- | | |
|--|---|
| A Alternative provision found | G Learner absent without leave |
| B Learner no longer wishes to attend | H Learner excluded |
| C Learner deceased | I Learner unable to stay through illness |
| D Learner failed to start | J Learner unhappy |
| E Learner unable to stay through injury | K Other |
| F Learner found employment | L Early completion |

Destination data

Please note that, in most cases, a destination data return is required where a learner has withdrawn from a programme before the funding end date agreed by the Learning and Skills Council.

Serious incidents

Please note that where a withdrawal has taken place as a result of a serious incident, in accordance with the Learning and Skills Council's contract with specialist providers, this should be reported separately to Sara Jackson, Placements and Budgets Manager at the Learning and Skills Council's National office within 72 hours of the incident being made known to the establishment.

Annex L: 2004/05: Placement Request-Extension



Learning+Skills Council

(Reference REP/0704/03)

Confidential

For completion by the referring agency in conjunction with the specialist provider

1. Referring agency

Name <i>(please print)</i>
Address
Contact name
Telephone

2. Learner details

Learner name <i>(please print)</i>	Date of birth	/	/
------------------------------------	---------------	---	---

Details of any **changes** to the learner's personal details since the original placement request was considered

--

Details of the learner's learning difficulty and/or disability **if these have changed** since the original placement request was considered

Details of the learner's additional support requirements arising from their learning difficulty and/or disability **if these have changed** since the original placement request was considered

Do these additional support requirements necessitate an amendment to the original matrix cell selection?

Current support (matrix cell):

Is the current placement day ☐ or residential? ☐

Will the extension continue at this level of support? Yes ☐ No ☐

If no, the provider must complete a new matrix cell selection form (**Annex N**)

3. Programme information

Provider (<i>Please print</i>)		
Original programme start date	/ /	end date / /
Current funding end date	/ /	

Achievement/qualification/progress gained to date against the objectives identified in the individual learning plan

State the reason for seeking an extension to the previously agreed placement:

- a.

for learners currently funded by the Learning and Skills Council for a period shorter than that originally sought where insufficient information is available for it to be considered via extension by review

☐
- b.

in very exceptional cases where a learner requires a further period of funding to complete a programme of study (please provide evidence in support of this request); or;

☐
- c.

for a linked programme of study at the existing provider.

☐

4. Proposed extension

Start date

/

/

End date

/

/

Is the proposed extension day ☐ or residential? ☐

Details of the programme aims/qualification aims for the extension request. Please demonstrate how these will contribute to the learner’s long-term career/vocational/educational objectives and transition planning:

Will any part of the learner's provision be made by another provider (for example a further education college)?

Yes ☐No ☐

If yes, please complete the following

Provider name <i>(Please print)</i>	
Contact name	Tel
Programme to be completed	

How many days each week will the learner attend this provider

What alternatives were considered for the learner at the end of their current placement other than the extension now sought? This should include the consideration of alternative provision. (Evidence should include review reports detailing transition planning)

5. Funding information

If the extension is supported, the placement will be funded within the Learning and Skills Council's agreed fees for 38 week placements.

Where another funding body is contributing towards the current placement, please detail any agreements for funding the extension request, including whether the agreement is definite or provisional:

6. Agreements

Please indicate whether the extension request has the support of: *(please tick)*

	Yes	No	Not relevant
Learner	<input type="checkbox"/>	<input type="checkbox"/>	
Parent/advocate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Connexions Service	<input type="checkbox"/>	<input type="checkbox"/>	
Local Education Authority	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Social Services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Health Authority	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please provide details where the answer is 'no' or 'not relevant'

7. Additional documentation

Please indicate which of the following documents are attached: *(please tick)*

Connexions report	<input type="checkbox"/>	transition plan	<input type="checkbox"/>
most recent care plan/other relevant social services documentation	<input type="checkbox"/>	most recent educational psychologists report	<input type="checkbox"/>
most recent medical report	<input type="checkbox"/>	most recent link course report	<input type="checkbox"/>
confirmation letter of social services or other agency funding	<input type="checkbox"/>	review report	<input type="checkbox"/>

Other *(please list and label)*

--

8. Signature

The form should be signed by a senior authorised officer from the referring agency

I confirm that this extension request has the support of the referring agency

Signature		
Name <i>(please print)</i>		
Position		
Date	/	/

Please return this form to the Placement Officer of the relevant local Learning and Skills Council office. Local addresses are at Annex E.

Annex M: Useful Information

Contacts

Adult Learning Inspectorate (ALI)

Spring Place, Coventry Business Park,
Herald Avenue, Coventry, CV5 6UD

Tel: 0870 240 7744

Fax: 0870 242 1444

Email: enquiries@ali.gov.uk

Web: www.ali.gov.uk

Connexions Service National Unit (CSNU)

Department for Education and Skills,
Moorfoot, Sheffield, S1 4PQ

Tel: 0870 0012345

Web: www.connexions.gov.uk

Disability Rights Commission (DRC)

DRC Helpline, Freepost MID 02164,
Stratford-upon-Avon, CV37 9BR

Telephone: 08457 622 633

Fax: 08457 778 878

Textphone: 08457 622 644

Email: ddahelp@stra.sitel.co.uk

Web: www.drc.org.uk

Department for Education and Skills (DfES)

Sanctuary Buildings, Great Smith Street,
London, SW1P 3BT

Tel: 08700 012345

Web: www.dfes.gov.uk

Learning and Skills Development Agency (LSDA)

Regent Arcade House, 19–25 Argyll Street,
London, W1F 7LS

Tel: 020 7297 9000

Fax: 020 7297 9001

Email: enquiries@lsda.org.uk

Web: www.lsda.org.uk

National Association of Specialist Colleges (NATSPEC)

Web: www.natspec.org.uk

National Care Standards Commission (NCSC)

St Nicholas Building, St Nicholas Street,
Newcastle upon Tyne, NE1 1NB

Tel: 0191 233 3600

Fax: 0191 233 3569

Email: enquiries@ncsc.gsi.gov.uk

Web: www.carestandards.org.uk

Office for Standards in Education (OFSTED)

Alexandra House, 33 Kingsway,
London, WC2B 6SE

Tel: 020 7421 6744

Email: eninfo@ofsted.gov.uk

Web: www.ofsted.gov.uk

Skill: National Bureau for Students with Disabilities

Head Office, Chapter House,
18–20 Crucifix Lane,
London SE1 3JW

Tel/Minicom: 020 7450 0620

Fax: 020 7450 0650

Email: admin@skill.org.uk

Web: www.skill.org.uk

Useful Resources

www.dfes.gov.uk/sen/documents/

Care Standards Act, December 2000
(www.hmso.gov.uk/acts/acts2000/20000014.htm)

COPE (2000) *Directory of Post-16 Education/Training in Residential Establishments, Lifetime Careers*.

DfES transport guidance for 16–19 (www.dfes.gov.uk/16-19transport/)

FEFC (1996) *Inclusive Learning: Report of the Committee on Students with Learning Difficulties and/or Disabilities* ('the Tomlinson Report'), HMSO.

LSC (2002) *Funding Guidance in Further Education in 2003-04*, LSC. (www.lsc.gov.uk/documents)

Skill (2002) *A Guide to the Disability Discrimination Act 1995 for Institutions of Further and Higher Education* (5th edition), Skill.

AoC, DfES, DRC, LSC (2002) *Rights to Access: A toolkit to help colleges meet or exceed the requirements of the Disability Discrimination Act*; AoC.
(www.feonline.net/feonline/display?id=5480)

White Paper: *Valuing People: A New Strategy for Learning Disability for the 21st Century*.
(www.doh.gov.uk/learningdisabilities/strategy.htm)

Annex N: Learners with Learning Difficulties and/or Disabilities Placement Request: Rationale of Learner Support



Learning+Skills Council

(Reference REP/0704/03)

Confidential

To be completed by the provider

Please ensure that the matrix descriptors in Annex H are used when completing this form.

Learner name <i>(please print)</i>	
Provider	
Date of birth / /	Proposed programme start date / /

Rationale

Learning difficulties and/or disabilities	Matrix Cell
	(Select 1-6)

Tuition	Matrix Cell
	(Select A-H)

Independence training	Matrix Cell
	(Select A-H)

Personal care support	Matrix Cell
	(Select A-H)

Therapy and counselling	Matrix Cell
	(Select A-H)

Equipment	Matrix Cell
	(Select A-H)
Proposed matrix cell selection	
Proposed matrix funding level	

Completed by:		Date:	
Position:			

Please return this form to the Placement Officer of the relevant local Learning and Skills Council office. Local addresses are at Annex E.

Note

Where colleges believe they have learners whose **support needs** are **exceptional** and beyond those accommodated in the matrix at column H, **prior to offering a place to the learner**, they should approach the appropriate local Learning and Skills Council to discuss individual cases. Cases will be reviewed on an individual and exceptional basis. Evidence will be required to demonstrate the learner's exceptional support needs rather than simply a justification based on cost.

Notes

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